

Materials Prior to Training

- 1 copy of student scoring sheet per participant
- 1 copy of TAM for each participant
- Sign in sheets (in and out) and pens
- 1 copy of the Student Materials for each participant
- PowerPoint and video access (on thumb drive to avoid internet issues)
- Emergency technology kit (microphone, speakers, cords, projector)

Welcome

Please sign in

Grab the following materials:

- One teacher administration manual
- One student materials booklet
- One scoring sheet

Signing out upon departure is required to earn stipend

- Only teachers that are assigned in Cactus to kindergarten for the 2017-18 school year are eligible for stipends



Kindergarten Entry and Exit Profile (KEEP)

Utah State Board of Education



Introductions and Structure for the Day

Staff Introductions

Agenda for the Day

- Purpose and overview of the KEEP
- Sample items with videos
- Practice administering the assessment
- Accommodations
- Data entry procedures

Attention Getter

Questions

Learning Intentions and Success Criteria

Learning Intentions:

- Participants will see the purpose of the KEEP assessment, with a page by page explanation.
- Participants will have opportunities to observe the assessment in action.

Success Criteria:

- I can identify the purpose of the KEEP assessment.
- I can navigate the KEEP Teacher Administration Manual.
- I can administer the KEEP with fidelity.

Purpose for KEEP: Enhancing Student Learning

- Identify students in need of early intervention instruction and promote differentiated instruction for all students.
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.
- Understand the influence and impact of full-day kindergarten on at-risk students in both the short- and long-term.

Purpose for KEEP: Program Effectiveness

- Provide insights into current levels of academic and social-emotional performance upon entry and exit of kindergarten.
- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.
- Analyze the effectiveness of programs, such as extended-day kindergarten and preschool.

Board Rule R277-489

Not to be used for:

- Teacher evaluation
- Admittance to kindergarten
- Grade retention/promotion
- Early enrollment into kindergarten

Required Assessment

- Administer in its entirety
- Expected to follow Standard Test Administration and Testing Ethics Policies

Background on Development

- **June 2016**--Superintendents initiated a call for development of a uniform kindergarten assessment
- **July 2016**--Teachers and district leaders developed initial items
- **Fall 2016**--Pilot was conducted
- **September 2016**--USB E joined the process
- **October 2016**--University experts were consulted for refinement of the initial assessment
- **November-December 2016**--USB E staff refined based on university input
- **January 2017**--Over 175 charter school, district, and teacher leaders pulled in for additional feedback and refinement
- **February -May 2017**--Finalized based on feedback
- **Summer 2017**--KEEP training

Partner Task

Considering the identified purposes, discuss with a partner:

1. Two things that are clear
2. One wonder
 - a. Record your wonder.

KEEP Design and Logistics

KEEP Design

- Goal: Measure School Readiness
 - Alignment to Early Childhood Standards
 - Indicators that are the greatest predictors of future academic success
- Three Scoring Categories
 - Literacy
 - Numeracy
 - Social-Emotional



Literacy Overview

- Oral language
- Alphabet Knowledge--Letter Recognition
- Writing Name and Letters
- Phonological Awareness
 - First Sounds
 - Letter Sounds

- Concepts of Print
 - Directionality
 - Concept of Letter
 - Concept of Word

Numeracy Overview

- Oral Counting
- Numeral Recognition
- Number Sense
- One-to-One Correspondence
 - Cardinality
 - Quantity to Numeral
 - Numeral to Quantity
- Quantity Discrimination
- Shape Creation

Social-Emotional Overview

- Opportunities to Respond
- Sustained Effort
- Attention and Focus
- Activity Level
- Listens and Follows Directions
- Quality of Response
- Self-Confidence
- Task Switching

Structure and Setting

- Entry Assessment
 - One-to-one administration
 - Certified teacher
 - Not to be administered by an assistant or paraprofessional
 - Assessor has attended a KEEP training
 - Optimal testing environment
 - Assessor sits beside the student
 - Options for student material upkeep

Testing Window

Entry Window

- Three weeks prior to and three weeks after the first day of kindergarten
- Data entry into the Data Gateway by September 30th

Exit Window

- Last 4 weeks of kindergarten
- Data entry into the Data Gateway by June 15th

Administration Times

- 14 scorable items and 8 observational items
- Untimed assessment
- Approximately 10-15 minutes

Preparation

Assessment Administrators should assure the following steps are completed prior to testing session:

1. Read and understand all the information in this Test Administration Manual (TAM).
2. Work with school administrators and parents of students to establish a testing schedule.
3. Obtain and set up the needed testing materials including the following: *(next slide)*

Testing Materials

- One copy of the Test Administration Manual
- One copy of the Student Materials Booklet
- One copy of the Scoring Sheet per student (paper/online)
- Pencil and blank sheet of paper for student use
- Set of 7 basic counting manipulatives

Materials



Kindergarten Entry and Exit Profile

Student samples

Opening Task

- Turn to page 10
- Not a scored item
- Can be read in the student's native language
- Greeting (pg. 8 "Prior to Starting the Assessment")

Opening Task: NAME AND AGE

Content Area: **Social-Emotional and Social Studies**

Standard Alignment: **SE&SS 1.1.a: Knows first and last name and age.**

INSTRUCTIONS (Read aloud script in bold):

"My name is _____. What is your name?" Pause for response. "How old are you?" Pause for response.

SCORING:

Not scored.

Literacy

Question #1 - Oral Language

- SL.4: With prompting and support, describe familiar people, places, things, and events
- Materials
- Instructions
- Scoring
- Accommodated Instructions

Question #1: ORAL LANGUAGE

Content Area: English Language Arts

Standard Alignment: SL.4: With prompting and support, describe familiar people, places, things, and events.

INSTRUCTIONS (Read aloud script in bold):


Show the picture of the playground to the student. **"Point to and name everything you know in the picture."** If the student only names one object, prompt only once, **"What other things in the picture can you name?"** Count the number of accurate and reasonable responses the student provides, and mark on the Scoring Sheet. **"Now, tell me a story about what is happening in the picture."** Allow the student to respond and mark on the Scoring Sheet.

SCORING:

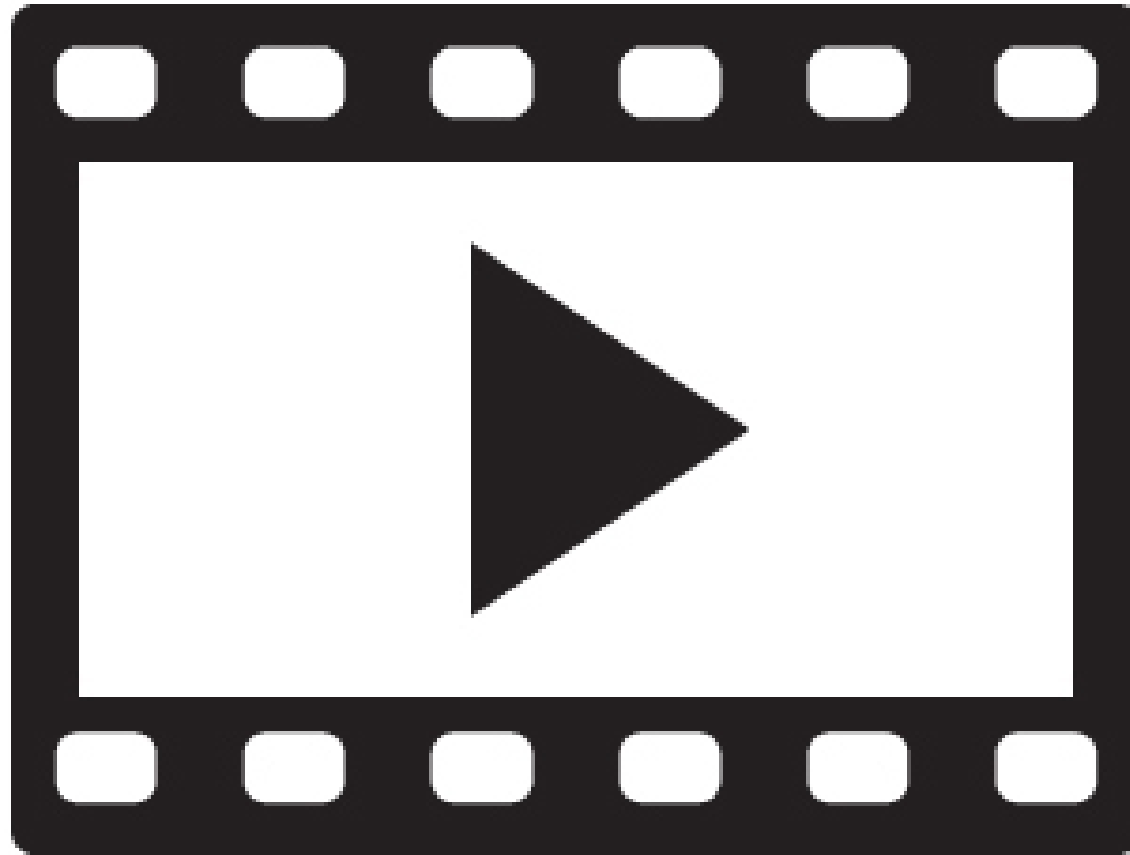
- A. Point and Name: (30 pts. possible)
 - 1 pt. for each object named
- B. Storytelling: (2 pts. possible)
 - 2 pts. for telling a story using complete sentence(s)
 - 1 pt. for telling a story using only words or phrases
 - 0 pts. for not telling a story or using disconnected statements

ACCOMMODATED INSTRUCTIONS:

■ **Students who are blind or visually impaired:** "Tell me all the things that kids could do at a playground." If the student only names one activity, prompt only once, "What other things could they do?" Count the number of accurate and reasonable responses the student provides, and mark on the Scoring Sheet. **"Now, tell me a story about what might happen when two kids play on a playground."**

MATERIALS	SAMPLE RECORD OF RESPONSE		
	Library Item	Number of Responses	Total Points
	Item #1 Oral Language: Point and Name		30 pts.
	Item #1 Oral Language: Storytelling		2 pts.

Video of Question #1



Partner Discussion

Read Question 1: Oral Language
Discuss/practice with a partner

Question #2 - Uppercase Letter Recognition

Question #3 - Lowercase Letter Recognition

- RF 1.d: Recognize some alphabet letters.
- Materials
- Instructions
- Scoring-- **Mark Incorrect Responses**
- Accommodated Instructions

Question #2: **UPPERCASE LETTER RECOGNITION**

Content Area: English Language Arts

Standard Alignment: **RF 1.d: Recognize some alphabet letters.**

INSTRUCTIONS (Read aloud script in bold):

Display the Student Materials sheet for question #2. **I will point to each letter and you will tell me the names of the letters you know.** Pause for up to 3 seconds on each letter to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter. If the student says letter sounds, prompt only once, "Just say the name."

Mark incorrect and skipped responses with a slash through the letter to indicate no score, and leave the correct responses unmarked. Record the number of correctly named letters on the Scoring Sheet.

Discontinue rule:

- If the student cannot name any letters in the first row, say: "Look at all the letters. Point to and tell me the ones you know." If the student doesn't name any letters correctly, record a score of zero, and proceed to the next question.

SCORING:

- 1 pt. for each correctly named letter

ACCOMMODATED INSTRUCTIONS:

- Students who are blind or visually impaired: Restate the question as: "Here are some letters. Tell me the names of the letters you know. If you don't know a letter, skip it, and go to the next letter."
- Students who are orthopedically impaired and are unable to point will not have a discontinue rule; the teacher will continue to point to all the letters.
- Students who are nonverbal will be able to use any communication device they currently are using daily to communicate. They will use the same material sheet, and the directive from the teacher will be: "Point to the letter when I say the name."

MATERIALS	SAMPLE RECORD OF RESPONSE																														
O B A C S E H T M K D F Z G J N U V	<table border="1"><tr><td>c</td><td>b</td><td>x</td><td>o</td><td>p</td><td>a</td></tr><tr><td>t</td><td>w</td><td>e</td><td>m</td><td>h</td><td>s</td></tr><tr><td>f</td><td>d</td><td>l</td><td>k</td><td>y</td><td>r</td></tr><tr><td>j</td><td>n</td><td>g</td><td>i</td><td>z</td><td>q</td></tr><tr><td>v</td><td>u</td><td></td><td></td><td></td><td></td></tr></table>	c	b	x	o	p	a	t	w	e	m	h	s	f	d	l	k	y	r	j	n	g	i	z	q	v	u				
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v	u																														

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Question #3: **LOWERCASE LETTER RECOGNITION**

Content Area: English Language Arts

Standard Alignment: **RF 1.d: Recognize some alphabet letters.**

INSTRUCTIONS (Read aloud script in bold):

Display the Student Materials sheet for question #3. **I will point to each letter and you will tell me the names of the letters you know.** Pause for up to 3 seconds on each letter to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter. If the student says letter sounds, prompt only once, "Just say the name."

Mark incorrect and skipped responses with a slash through the letter to indicate no score, and leave the correct responses unmarked. Record the number of correctly named letters on the Scoring Sheet.

Discontinue rule:

- If the student cannot name any letters in the first row, say: "Look at all the letters. Point to and tell me the ones you know." If the student doesn't name any letters correctly, record a score of zero, and proceed to the next question.

SCORING:

- 1 pt. for each correctly named letter

ACCOMMODATED INSTRUCTIONS:

- Students who are blind or visually impaired: Restate the question as: "Here are some letters. Tell me the names of the letters you know. If you don't know a letter, skip it, and go to the next letter."
- Students who are orthopedically impaired and are unable to point will not have a discontinue rule; the teacher will continue to point to all the letters.
- Students who are nonverbal will be able to use any communication device they currently are using daily to communicate. They will use the same material sheet, and the directive from the teacher will be: "Point to the letter when I say the name."

MATERIALS	SAMPLE RECORD OF RESPONSE																														
c b x o p a t w e m h s f d l k y r j n g i z q v u	<table border="1"><tr><td>c</td><td>b</td><td>x</td><td>o</td><td>p</td><td>a</td></tr><tr><td>t</td><td>w</td><td>e</td><td>m</td><td>h</td><td>s</td></tr><tr><td>f</td><td>d</td><td>l</td><td>k</td><td>y</td><td>r</td></tr><tr><td>j</td><td>n</td><td>g</td><td>i</td><td>z</td><td>q</td></tr><tr><td>v</td><td>u</td><td></td><td></td><td></td><td></td></tr></table>	c	b	x	o	p	a	t	w	e	m	h	s	f	d	l	k	y	r	j	n	g	i	z	q	v	u				
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j	n	g	i	z	q																										
v	u																														

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Question #4 - Writing Name and Letters

- L1.a: Print some letters of the alphabet, including those in own name.
- W5.c: Start to produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters, including those in own name.
- Two part task
- Materials
- Instructions
- Scoring- **Mark Incorrect Responses**
- Accommodated Instructions

Question #4: WRITING LETTERS

Content Area: **English Language Arts**

Standard Alignment: **L 1.a: Print some letters of the alphabet, including those in own name.**
W 5.c: Start to produce writing that is legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.

INSTRUCTIONS (Read aloud script in bold):

*Give the student a pencil and sheet of blank paper. "Please write your first name."
Mark on the Scoring Sheet how the student responded.*

"Now, I'm going to say some letters. I want you to write the letters that I say."

- **"The first letter I would like you to write is T." Allow the student to write the letter.**
- **"The next letter is O." Allow the student to write the letter.**
- **"The next letter is S." Allow the student to write the letter.**
- **"Now write the letter M." Allow the student to write the letter.**
- **"The next letter is K." Allow the student to write the letter.**
- **"The next letter is F." Allow the student to write the letter.**
- **"The next letter is E." Allow the student to write the letter.**
- **"Now write the letter W." Allow the student to write the letter.**

Mark on the Scoring Sheet how the student responded.

SCORING:

- A. Write Name: (2 pts. possible)
 - 2 pts. for at least two correctly written letters
 - 1 pt. for one correctly written letter
- B. Write Letters: (8 pts. possible)
 - 1 pt. for each correctly written letter

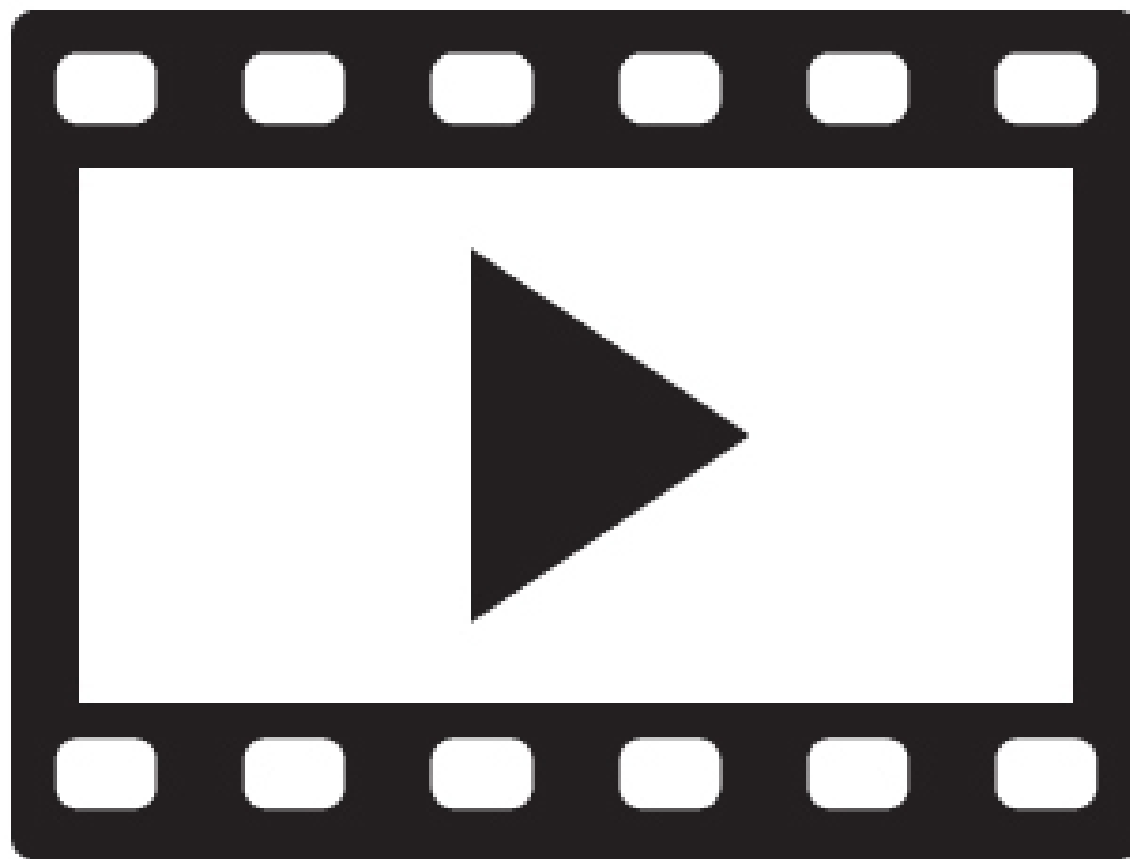
A correct response may include upper or lower-case letters, reversals, and/or varied letter formation.

ACCOMMODATED INSTRUCTIONS:

- **Students who are blind or visually impaired** may need to use a braille or slate and stylus.
- **Students can use any writing utensil necessary** (e.g., a marker, a pencil with a pencil grip, a crayon, etc.).
- **Students who are orthopedically impaired** will be allowed to use the writing utensil they use daily (e.g., computer, alpha smart, assistive technology, etc.).

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Video Clips for Question #4



Partner Discussion

Read Question 4: Writing Name and Letters
Discuss/practice with partner

Question #5 - First Sounds

Question #6 - Letter Sounds

- RF.2.d. Recognize initial and final sound of words
- RF 3.a: Begin to associate names of letters with sounds of the alphabet.
- Materials
- Instructions
- Scoring- **Mark Incorrect Responses**
- Accommodated Instructions

Question #5: **FIRST SOUNDS**

Content Area: English Language Arts
Standard Alignment: RF.2.d: Recognize initial and final sound of words.

INSTRUCTIONS (Read aloud script in bold):

"Listen to the word 'mat'. The first sound in 'mat' is /m/. What sound?" (Pause for the student's response. If incorrect or no response is given, provide the first sound, and have the student repeat.)

"Now you tell me the first sound you hear in the word 'bug'." (Pause for the student's response. If incorrect or no response is given, provide the first sound, and have the student repeat). If the student says the letter name, prompt only once, "Just say the first sound."

"Now tell me the first sound you hear in these words:" (Pause)

- "top" (Pause for the student's response).
- "not" (Pause for the student's response).
- "chip" (Pause for the student's response).
- "top" (Pause for the student's response).
- "shell" (Pause for the student's response).
- "lake" (Pause for the student's response).
- "bat" (Pause for the student's response).
- "sit" (Pause for the student's response).
- "pan" (Pause for the student's response).
- "cup" (Pause for the student's response).

If the student is unable to produce the initial sound in the first word, repeat the instructions. If the student is still unable to produce the initial sound, proceed to the next word. Mark incorrect and skipped responses with a slash through the first sound to indicate no score, and leave the correct responses unmarked. Record the number of correct responses on the Scoring Sheet.

Discontinue rule:
If the student cannot produce any of the first five sounds, record a score of zero, and proceed to the next question.

SCORING:

- 1 pt. for each correct answer

ACCOMMODATED INSTRUCTIONS:

- Students who are nonverbal will be able to use any communication device they currently are using daily to communicate. Nonverbal students will use the same material sheet, and the directive from the teacher will be: "Point to the letter when I say the name."

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Question #6: **LETTER SOUNDS**

Content Area: English Language Arts
Standard Alignment: RF.3.a: Begin to associate names of letters with sounds of the alphabet.

INSTRUCTIONS (Read aloud script in bold):

Display the Student Materials sheet for question #6. **I will point to each letter pair, and you will tell me the sound those letters make.** Pause for up to 3 seconds on each letter pair to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter pair. If the student says the letter name, prompt only once, "Just say the sound."

- If the student gives a long vowel sound, ask if he/she knows the other sound. Accept only short vowel sounds as correct.
- If the student gives the soft sound for the letters g and/or c, ask if he/she knows the other sound. Accept only the hard sounds as correct.
- Mark incorrect and skipped responses with a slash through the letter pair to indicate no score, and leave the correct responses unmarked. Record the number of correct letter sounds on the Scoring Sheet.

Discontinue rule:
If the student cannot say any letter sounds in the first row, say, "Look at all the letter pairs. Point to and tell me the sounds you know." If a student doesn't say any letter sounds correctly, record a score of zero, and proceed to the next question.

SCORING:

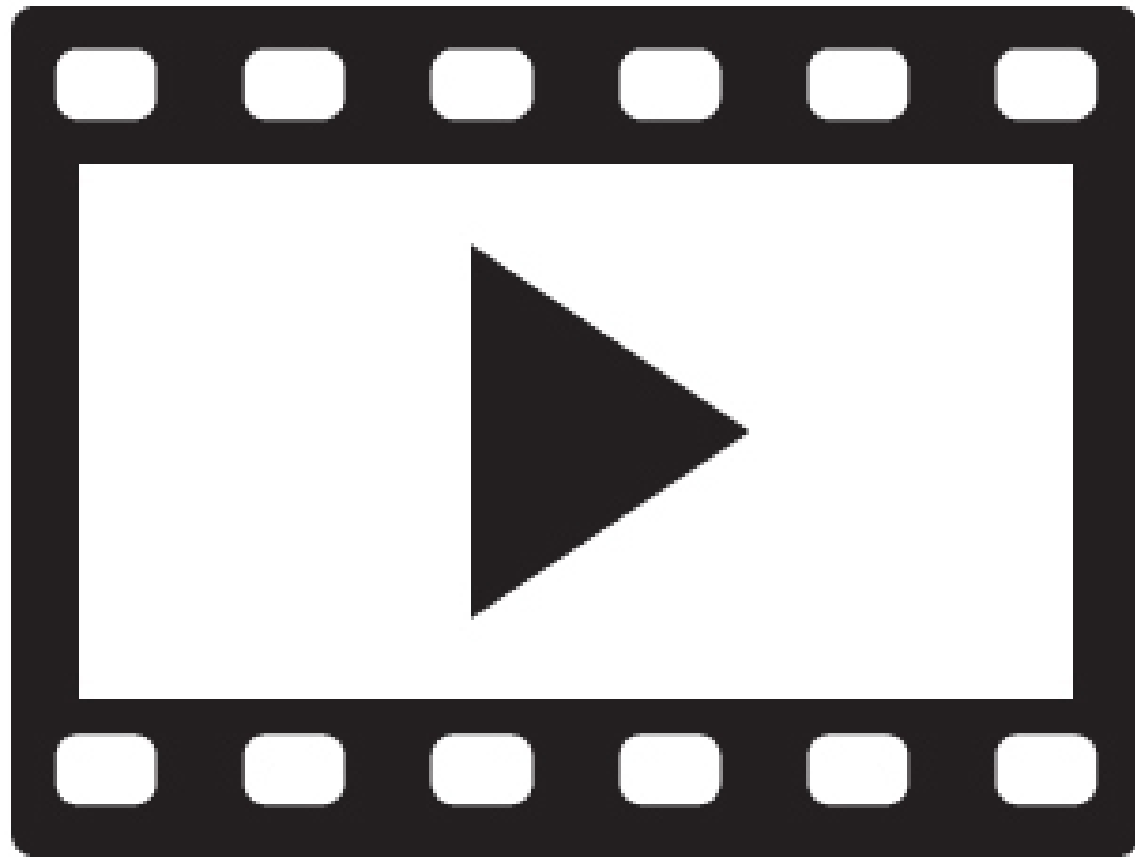
- 1 pt. for each correct letter sound. Accept only short vowel and hard sounds as correct.

ACCOMMODATED INSTRUCTIONS:

- Students who are nonverbal will be able to use any communication device they currently are using daily to communicate. They will use the same material sheet, and the directive from the teacher will be: "Point to the letter when I say the letter sound." The teacher will need to randomize the letters spoken to the student.
- This question is not applicable for students who are deaf or hard of hearing; they will skip this question.

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Video Clips for Questions 5 and 6



Partner Discussion

Read Questions 5 and 6: Phonemic Awareness
Discuss/practice with partner

Question #7 - Directionality

- RF 1.a: Recognize that print is read from top to bottom and left to right
- Materials
- Instructions
- Scoring
- Accommodated Instructions

Question #7: DIRECTIONALITY

Content Area: English Language Arts

Standard Alignment: **RF 1.a: Recognize that print is read from top to bottom and left to right.**

INSTRUCTIONS (Read aloud script in bold):

Display the Student Materials sheet for question #7. **"Before I read this sentence, point to where I should begin reading."** Allow the student to point to the text. **"Now, show me which way I should go."** If the student doesn't return sweep, ask, **"Where do I go after that?"** Mark correct if the student points to the first word. Mark correct if the student points to show movement from left to right. Mark correct if the student shows a return sweep to the second line of the text.


"Now I'll read the sentence to you." Read the sentence to the student.

SCORING:

- A. Where to start?
 - 1 pt. for direction rules
- B. Which way to go?
 - 1 pt. for left to right
- C. Where to next?
 - 1 pt. for return sweep to left

ACCOMMODATED INSTRUCTIONS:

■ **Students who are orthopedically impaired** will use their mode of identification (e.g., eye gaze, assistive technology, etc.). The teacher will say **"show me"** instead of **"point to."**

MATERIALS	SAMPLE RECORD OF RESPONSE	
 <p>The little girl is holding a bunch of balloons.</p>	Scored Concepts of Print— Directionality (Where do I start?)	1 pt.
	Scored Concepts of Print— Which way do I go?	1 pt.
	Scored Concepts of Print— Return sweep	1 pt.

Question #8 - Concept of Letter/Word

- RF 1.c: Understand that letters are grouped to form words
- Materials
- Instructions
- Scoring - **Mark Incorrect Responses**
- Accommodated Instructions

Question 8: CONCEPT OF LETTER/WORD

Content Area: English Language Arts

Standard Alignment: RF 1.c: Understand that letters are grouped to form words.

INSTRUCTIONS (Read aloud script in bold):

Display the Student Materials sheet for question #8. **"Point to the box where there is just one letter."** Pause for student to point. Mark on the Scoring Sheet how the student responded. **"Now point to the box with one word."** Pause for student to point. Mark on the Scoring Sheet how the student responded.

SCORING:

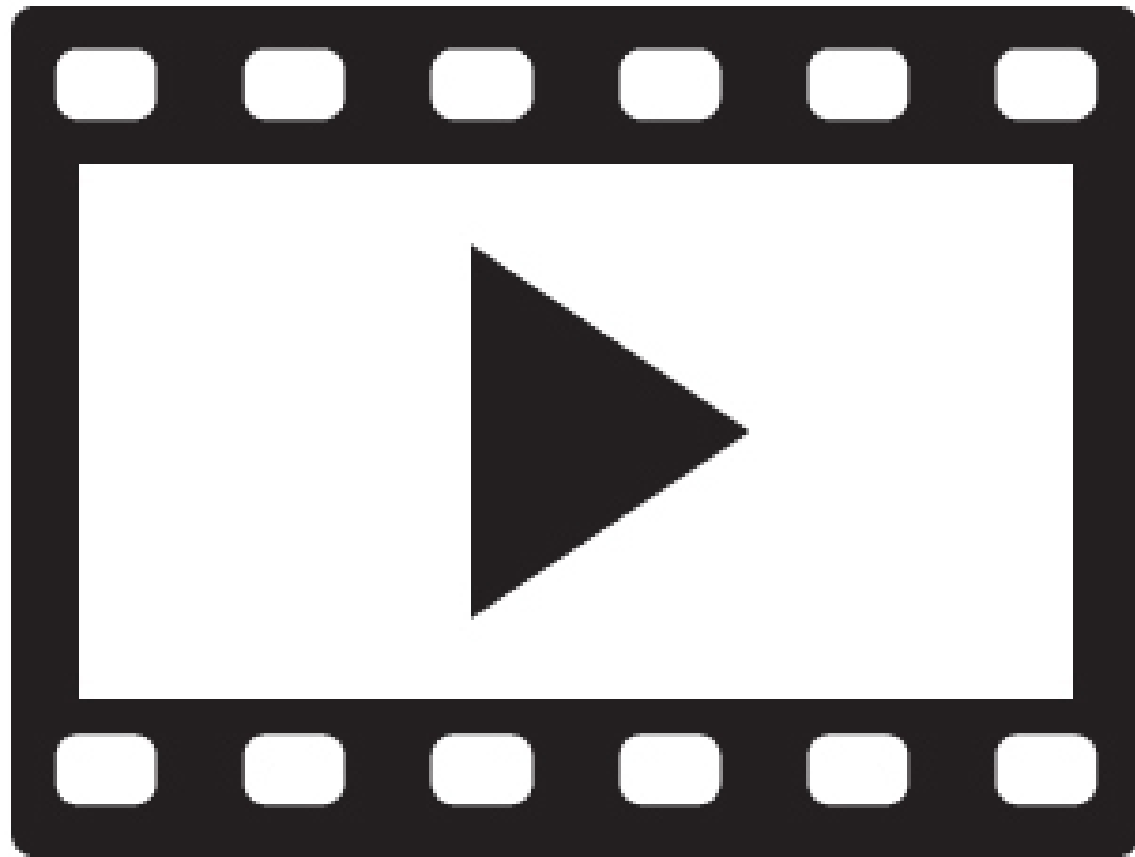
- A. Concept of Letter:
 - 1 pt. for pointing to one letter
- B. Concept of Word:
 - 1 pt. for pointing to one word

ACCOMMODATED INSTRUCTIONS:

■ Students who are orthopedically impaired will use their mode of identification (e.g., eye gaze, assistive technology, etc.). The materials should be copied and cut so the boxes are on separate cards to allow for greater division between answer selections.

MATERIALS			SAMPLE RECORD OF RESPONSE		
#	hat	<input type="checkbox"/>	Item #8 Concepts of Words— Concept of Letter	# hat <input type="checkbox"/>	0.1
c	4	t\$+?		c <input checked="" type="checkbox"/> t\$+?	
#	hat	<input type="checkbox"/>	Item #8 Concepts of Words— Concept of Word	# hat <input type="checkbox"/>	1.1
c	4	t\$+?		c 4 t\$+?	

Video Clips for Questions 7 and 8



Partner Discussion

Read Questions 7 and 8: Print Concepts
Discuss/practice with partner

Numeracy

Question #9 - Rote Counting

- CC 1: Begin to count to 20 by ones.
- Materials
- Instructions
- Scoring - **Mark Incorrect Responses**
- Accommodated Instructions

Question #9: ROTE COUNTING

Content Area: **Mathematics**

Standard Alignment: **CC 1: Begin to count to 20 by ones.**

INSTRUCTIONS (Read aloud script in bold):

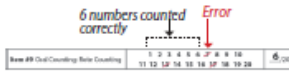
"Start at one and count to 20 out loud." Listen to the student count as high as possible up to 20. Record the last number the student said correctly, before an error, up to 20.

SCORING:

Number of points awarded is the highest number reached by correctly counting up to 20. Score should not exceed 20 points, even if the student counted correctly to a number greater than 20.

ACCOMMODATED INSTRUCTIONS:

■ **Students who are nonverbal** will be allowed to use their mode of communication and assistive technology used daily to demonstrate how they count (i.e., PECS, a communication board, sign language, etc.).

MATERIALS	SAMPLE RECORD OF RESPONSE
None	 <small>Item #9 Oral Counting Rote Counting</small> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Question #10 - Numeral Recognition

- RF 1.e: Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).
- Materials
- Instructions
- Scoring - **Mark Incorrect Responses**
- Accommodated Instructions

Question #10: NUMERAL RECOGNITION

Content Area: English Language Arts

Standard Alignment: **RF 1.e: Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).**

INSTRUCTIONS (Read aloud script in bold):

Display the Student Materials sheet for question #10. **"I will point to each number, and you tell me what number it is."** Pause for up to 3 seconds on each number to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next number.

Mark incorrect and skipped responses with a slash through the number to indicate no score, and leave the correct responses unmarked. Record the number of correctly named numbers on the Scoring Sheet.

SCORING:

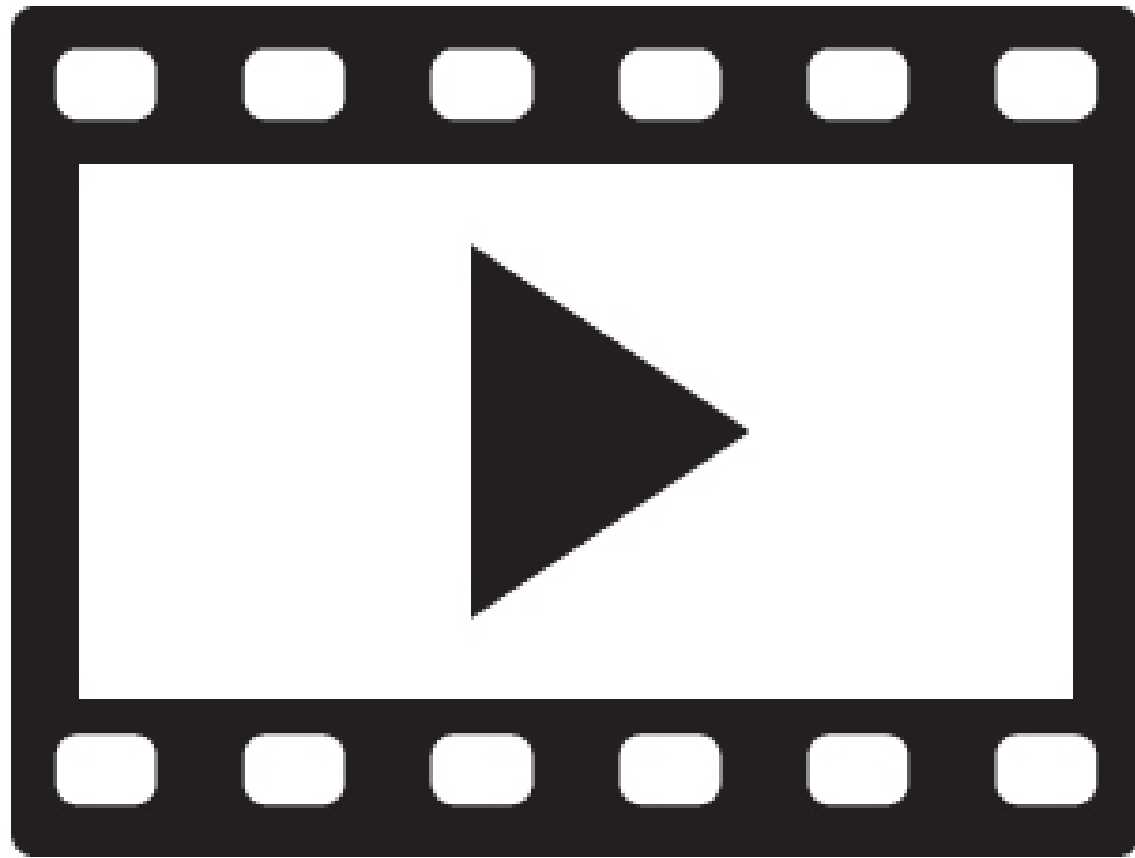
- 1 pt. for each correctly identified numeral

ACCOMMODATED INSTRUCTIONS:

- **Students who are blind or visually impaired:** The teacher will give them the brailled number sheet, and the directive from the teacher will be: **"Here are some numbers, tell me the numbers you know. If you don't know a number, skip it, and go to the next number."**
- **Students who are nonverbal** will be able to use any communication device they currently are using daily to communicate. They will use the same material sheet as other students, and the directive from the teacher will be: **"Show me the number when I say the name."**

MATERIALS	SAMPLE RECORD OF RESPONSE																											
<table><tr><td>3</td><td>7</td><td>9</td><td>5</td></tr><tr><td>2</td><td>0</td><td>10</td><td>8</td></tr><tr><td>1</td><td>4</td><td>6</td><td></td></tr></table>	3	7	9	5	2	0	10	8	1	4	6		<table><tr><td>Item #10 Numeral Identification Numeral Recognition</td><td><table><tr><td>3</td><td>7</td><td>9</td><td>5</td></tr><tr><td>2</td><td>0</td><td>10</td><td>8</td></tr><tr><td>1</td><td>4</td><td>6</td><td></td></tr></table></td><td>9/11</td></tr></table>	Item #10 Numeral Identification Numeral Recognition	<table><tr><td>3</td><td>7</td><td>9</td><td>5</td></tr><tr><td>2</td><td>0</td><td>10</td><td>8</td></tr><tr><td>1</td><td>4</td><td>6</td><td></td></tr></table>	3	7	9	5	2	0	10	8	1	4	6		9/11
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Item #10 Numeral Identification Numeral Recognition	<table><tr><td>3</td><td>7</td><td>9</td><td>5</td></tr><tr><td>2</td><td>0</td><td>10</td><td>8</td></tr><tr><td>1</td><td>4</td><td>6</td><td></td></tr></table>	3	7	9	5	2	0	10	8	1	4	6		9/11														
3	7	9	5																									
2	0	10	8																									
1	4	6																										

Video Clips for Questions 9 and 10



Question #11 - One-to-One Correspondence, Cardinality, and Quantity to Numeral

- CC 4.a: Use one-to-one correspondence when counting objects.
- CC 4.b: Develop ability to respond to the question “how many” after counting the objects in a set.
- CC 3: Count a number of objects 0–10 and associate with a written numeral.
- Materials
- Instructions
- Scoring - **Mark Incorrect Responses**
- Accommodated Instructions

Question #11: ONE-TO-ONE CORRESPONDENCE, CARDINALITY, AND QUANTITY TO NUMERAL

Content Area: **Mathematics**

Standard Alignment: **CC 4.a: Use one-to-one correspondence when counting objects.**

Standard Alignment: **CC 4.b: Develop ability to respond to the question “how many” after counting the objects in a set.**

Standard Alignment: **CC 3: Count a number of objects 0–10 and associate with a written numeral.**

INSTRUCTIONS (Read aloud script in bold):

Obtain a set of counters (manipulatives) typically used in your classroom. Display 4 counters in a horizontal line formation. **“Use your finger to count these objects.”** Listen as the student counts. **“Now, tell me how many there are.”** Pause for the response. Show the student the numbers on the Student Material sheet. **“Point to that number here.”** Allow the student to point to the number. Mark the student responses on the Scoring Sheet. Repeat the process with 7 counters.

SCORING:

A. One-to-One Correspondence (Count)

- 4A—2 pts. if the student counts the objects correctly using 1-to-1 correspondence
1 pt. if the student counts using 1-to-1 correspondence but with errors in counting
0 pts. if the student is unable to count the objects using 1-to-1 correspondence
- 7A—2 pts. if the student counts the objects correctly using 1-to-1 correspondence
1 pt. if the student counts using 1-to-1 correspondence but with errors in counting
0 pts. if the student is unable to count the objects using 1-to-1 correspondence

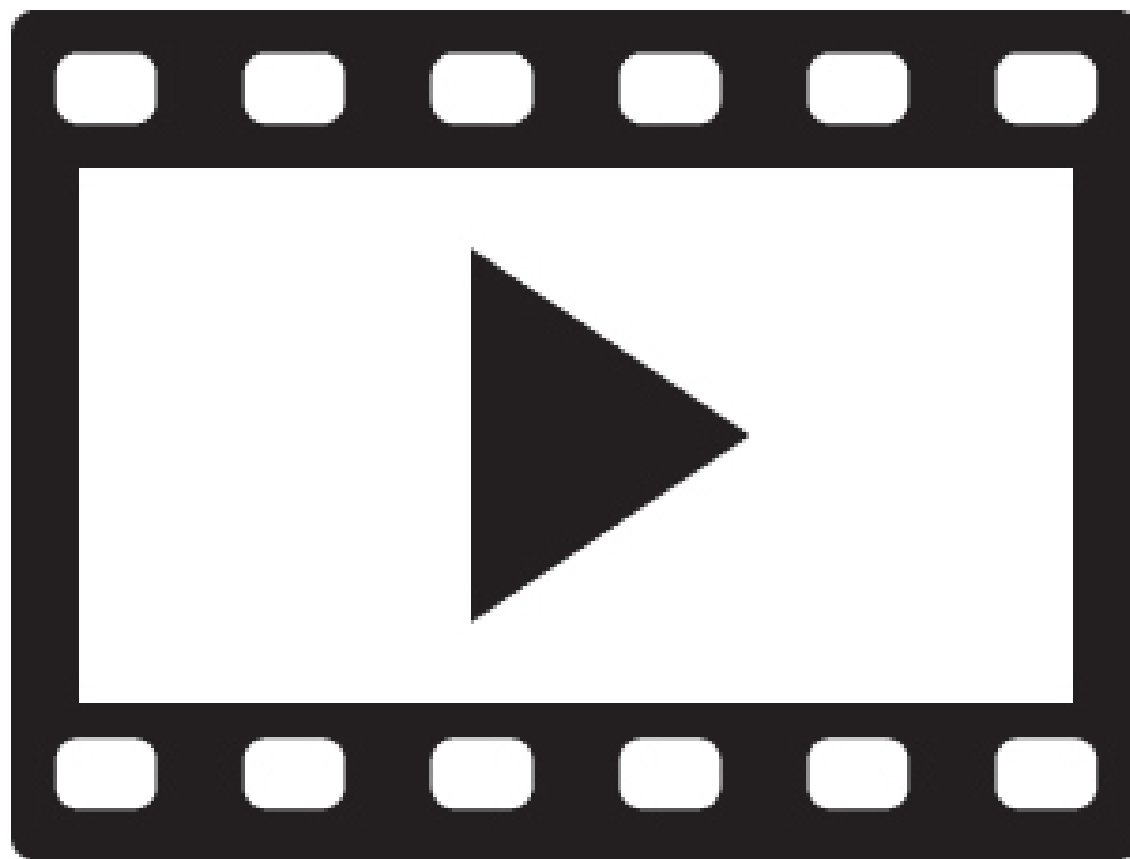
B. Cardinality (How Many?)

- 4B—1 pt. if the student tells how many objects they counted
- 7B—1 pt. if the student tells how many objects they counted

C. Quantity to Numeral (Point to Number)

- 4C—1 pt. if the student can identify the number corresponding with how many objects were counted
- 7C—1 pt. if the student can identify the number corresponding with how many objects were counted

Video Clips for Question 11



Partner Discussion

Read Questions 9-11: Math Concepts
Discuss/practice with partner

Question #12 - Numeral to Quantity

Question #13 - Quantity Discrimination

- CC 7: Associate quantities with written numerals 1-10.
- CC 6: With modeling and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (i.e., by using matching and counting strategies).
- Materials
- Instructions
- Scoring - **Mark Incorrect Responses**
- Accommodated Instructions

Question #12: NUM

Content Area: **Mathematics**

Standard Alignment: **CC 7: Associate quantities with written numerals 1-10.**

INSTRUCTIONS (read aloud script in bold):

Display the student materials sheet for question #12. Point to the first row. "Tell me which one has more dots, this one," (point to the first button) "or this one?" (point to the second button). Record the student's response on the Scoring Sheet. Repeat for each row.

SCORING:

1 pt. for each correctly displaying the quantity.

To be correct, the student must identify by pointing or stating which one has more.

ACCOMMODATED INSTRUCTIONS:

Students who are blind or visually impaired: The material will need to be a tactile manipulative.

Students who are orthopedically impaired will use their mode of identification (e.g., eye gaze, assistive technology, etc.). The selection field will need to be on separate cards to allow for greater division between answer selections.

MATERIALS	
3	8
2	6

Utah's Kindergarten Entry and Exit Profile

Question #13: QUANTITY DISCRIMINATION

Content Area: **Mathematics**

Standard Alignment: **CC 6: With modeling and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (i.e., by using matching and counting strategies).**

INSTRUCTIONS (read aloud script in bold):

Display the Student Materials sheet for question #13. Point to the first row. "Tell me which one has more dots, this one," (point to the first button) "or this one?" (point to the second button). Record the student's response on the Scoring Sheet. Repeat for each row.

SCORING:

1 pt. for each correctly identified group.

To be correct, the student must identify by pointing or stating which one has more.

ACCOMMODATED INSTRUCTIONS:

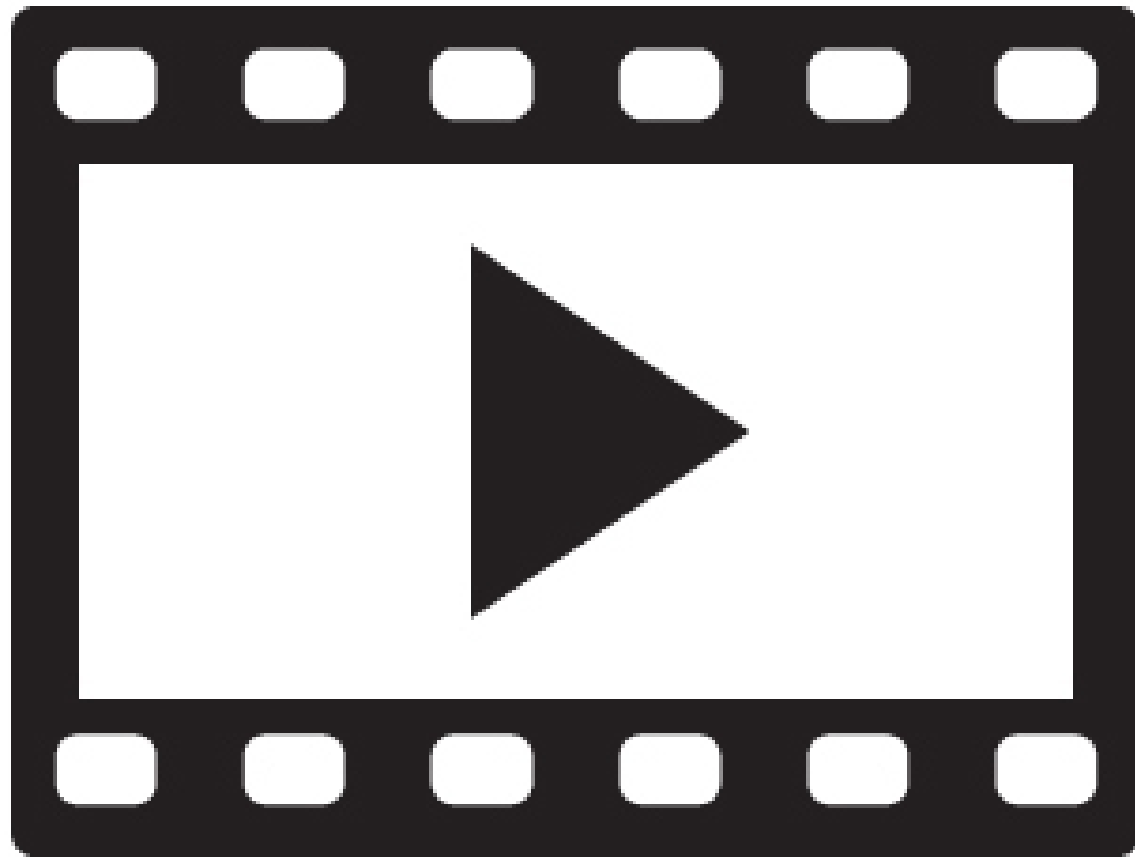
Students who are blind or visually impaired: The material will need to be a tactile manipulative.

Students who are orthopedically impaired will use their mode of identification (e.g., eye gaze, assistive technology, etc.). The selection field will need to be on separate cards to allow for greater division between answer selections.

MATERIALS	SAMPLE RECORD OF RESPONSE

Test Administration Manual

Video Clips for Questions 12 and 13



Question #14 - Shape Creation

- G 5: Create basic shapes using media and basic drawing tools.
- Materials
- Instructions
- Scoring - **Mark Incorrect Responses**
- Accommodated Instructions

Question #14: SHAPE CREATION

Content Area: **Mathematics**

Standard Alignment: **G 5: Create basic shapes using media and basic drawing tools.**

INSTRUCTIONS (Read aloud script in bold):

Give the student the paper and pencil they used to write their name. Display the Student Materials sheet for question #14.

- Teacher points to the square. **"Draw this shape."** Allow student to draw.
- Teacher points to the triangle. **"Now draw this shape."** Allow student to draw.
- Teacher points to the circle. **"Now draw this shape."** Allow student to draw.
- Teacher points to the plus sign. **"Now draw this shape."** Allow student to draw.

Record responses on the Scoring Sheet.

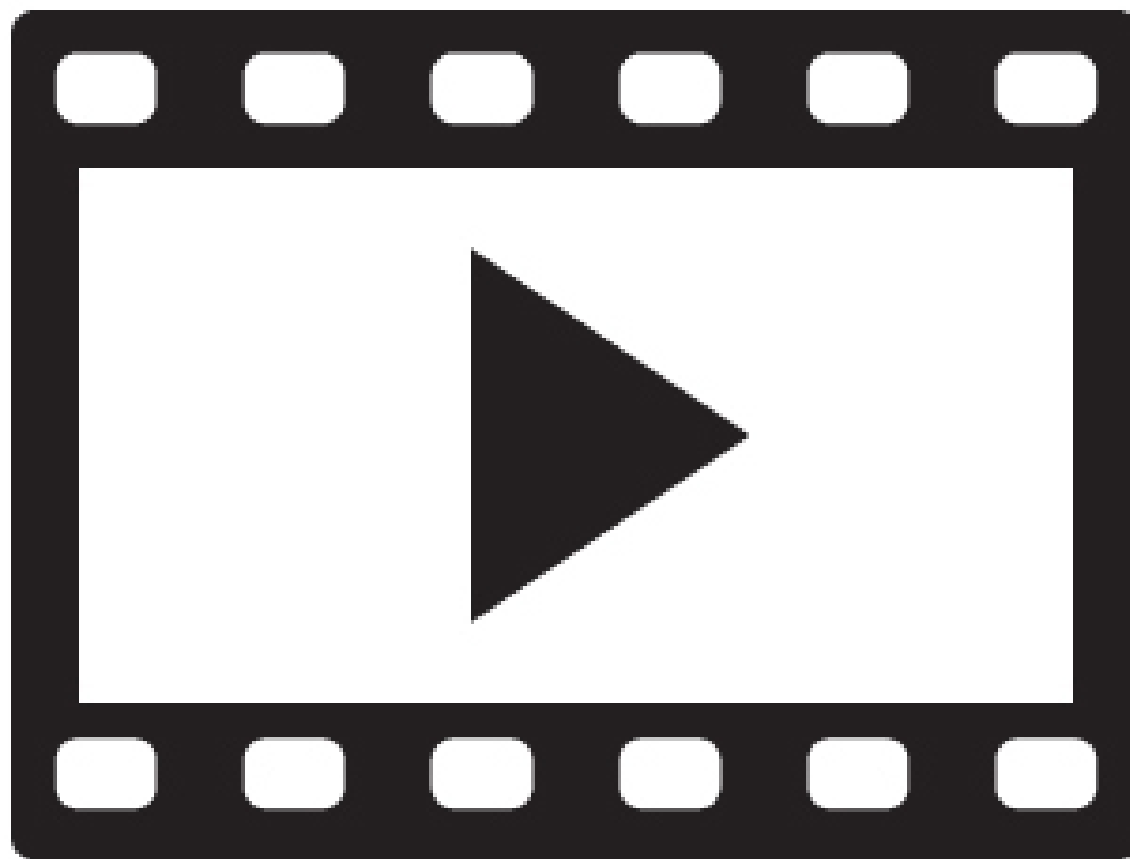
SCORING:

- 1 pt. for each correctly drawn shape
- To be correct, the student must demonstrate the properties of the shape (e.g., a square has four sides and four corners).

ACCOMMODATED INSTRUCTIONS:

- **Students who are orthopedically impaired** will be allowed to use the writing utensil they use daily (e.g., computer, assistive technology, etc.).
- **Students with significant fine motor disabilities** may not yet be using assistive technology to demonstrate this skill, and therefore this question may not apply.
- **This question does not apply for students who are blind.**

Video Clips for Question 14



Partner Discussion

Read Questions 12-14: Math Concepts
Discuss/practice with partner

When the Assessment is Complete (pg. 30)

- Thank the student for participating in the assessment. Assure the student that the kindergarten experience will be fun and full of learning and dismiss the student.
- The testing administrator continues on to complete the Social-Emotional Skills Observation Inventory immediately following administration.

Social-Emotional Skills Observation Inventory

- SE and SS 2: The child develops social skills that promote positive interaction with others.
- Purpose
- Instructions
- Scoring
- To be done immediately after the administration of the KEEP assessment

Social-Emotional Skills Observation Inventory	
Content Area: Social-Emotional and Social Studies	
Standard Alignment: SE and SS 2: The child develops social skills that promote positive interaction with others.	
INSTRUCTIONS: After testing the student, complete the social-emotional skills observation inventory based on the behaviors exhibited by the student during administration of the assessment.	
SCORING: 0-3 pts. possible per item	
1. Opportunities to Respond <input type="checkbox"/> confident <input type="checkbox"/> reluctant <input type="checkbox"/> refuses to respond <input type="checkbox"/> no response	
2. Sustained Effort <input type="checkbox"/> persists <input type="checkbox"/> persists with prompting <input type="checkbox"/> gives up easily <input type="checkbox"/> makes no attempt	
3. Attention and Focus <input type="checkbox"/> attentive throughout <input type="checkbox"/> attentive most times (2-4 redirects) <input type="checkbox"/> attentive sometimes (5 or more redirects) <input type="checkbox"/> minimal or no attention exhibited	
4. Activity Level <input type="checkbox"/> sits quietly <input type="checkbox"/> some fidgeting <input type="checkbox"/> lots of fidgeting <input type="checkbox"/> out of seat	
5. Listens and Follows Directions <input type="checkbox"/> always <input type="checkbox"/> generally <input type="checkbox"/> rarely <input type="checkbox"/> not at all	
6. Quality of Response <input type="checkbox"/> takes time to give thoughtful responses <input type="checkbox"/> most responses related to task <input type="checkbox"/> some/few responses related to task <input type="checkbox"/> responses are unrelated to the task/no response	
7. Self-Confidence <input type="checkbox"/> confident in responses <input type="checkbox"/> comfortable, with some hesitation in responding <input type="checkbox"/> anxious some of the time <input type="checkbox"/> anxious most of the time	
8. Task Switching <input type="checkbox"/> switches tasks easily <input type="checkbox"/> sometimes needs prompting to switch tasks <input type="checkbox"/> generally needs prompting to switch tasks <input type="checkbox"/> refuses to switch tasks	

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Scoring Practice

Scoring Practice Video Clip

- One copy of the Test Administration Manual
- One copy of the Student Materials Booklet
- One copy of the Scoring Sheet per student (paper)

Appendix B: Scoring Sheet

- Scoring can be done paper/pencil or online (Data Gateway) during administration.
- If scoring paper/pencil, you will need to make copies prior to testing and enter those scores into the Data Gateway at a later time.
- No need to total up scores, once entered into Data Gateway, the system will automatically total scores.
- Only mark incorrect items on paper scoring sheet. On Data Gateway, only mark correct responses.
- Once the “SUBMIT” button has been clicked, you cannot make changes.

APPENDIX B: SCORING SHEET

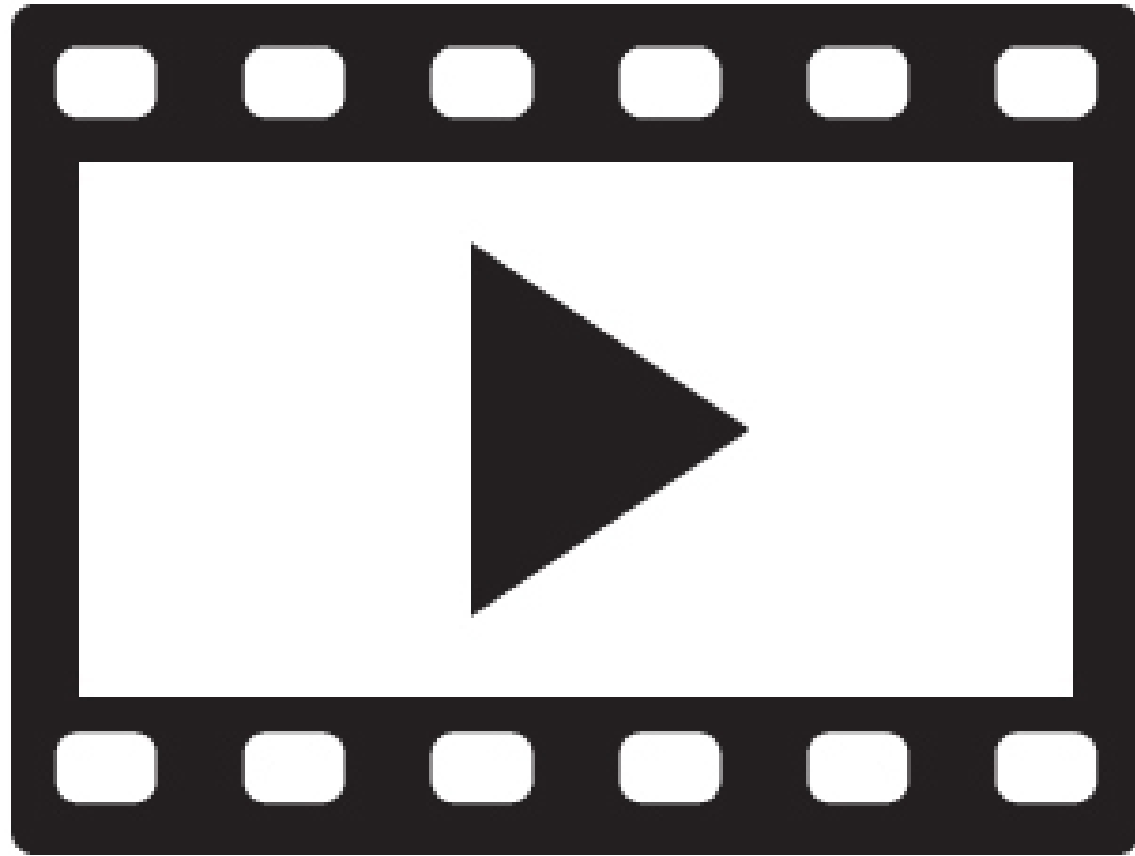
KEEP Entry Scoring Sheet

Student Name:	Assessor Name:	Date:
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Literacy Item	Record Errors	Total Points
Item #1 Oral Language: Point and Name		___/30
Item #1 Oral Language: Storytelling		___/2
Item #2 Alphabet Knowledge: Uppercase Letter Recognition	O B A C X P S E H T W R M K D F Y L Z G J N I Q U V	___/26
Item #3 Alphabet Knowledge: Lowercase Letter Recognition	c b x o p a t w e m h s f d l k y r j n g i z q v u	___/26
Item #4 Writing Letters: Writing Name		___/2
Item #4 Writing Letters: Writing Letters	T O S M K F E W	___/8
Item #5 Phonological Awareness: First Sounds	<input type="checkbox"/> t <input type="checkbox"/> n <input type="checkbox"/> ch <input type="checkbox"/> f <input type="checkbox"/> sh <input type="checkbox"/> l <input type="checkbox"/> b <input type="checkbox"/> s <input type="checkbox"/> p <input type="checkbox"/> c	___/10

(Continued on next page)

Carter #2 Video



Data Entry

Getting to Data Gateway

- Website for Data Gateway

- <http://datagateway.schools.utah.gov>

- Registering in Data Gateway

- <http://schools.utah.gov/data/News/QuickStart.aspx>

- Entering Scores--Module 1

- Pulling Student and Class Level Reports--Module 2

Who Can Enter the Data?

- Local decision
- Kindergarten teachers will be automatically able
- Other personnel may be given access from the assessment director
 - Assessment School User

Scaled Scores

Operational field test this school year

- Fall 2017--count scores entered into Data Gateway
- October 2017--Center for Assessment will establish scaled scores
- Late Fall 2017--scaled scores will be available

Next school year--scaled scores will be immediate

Survey Responses for Scaled Scores

- Via email you will receive a survey to help set cut scores.
- Enter the score you would anticipate a “just-ready” kindergarten student would likely perform at.

Moment to Process

How will you enter the data?
When will you enter the data?
What else do you need?

Using the Data

Potential Teacher Uses

- Sort classes to distribute students evenly or into extended learning opportunities, such as OEK
- Determine which students may be in need of early intervention
- Determine which students may be ready for enhanced instruction
- Determine areas where additional targeted instruction may be necessary
 - Whole group
 - Small group
 - Individual student

Potential Parent Information

- Need to understand that although there are 187 points possible, it is not expected that the student would earn all of those to be proficient
 - For example, there are 26 uppercase letters to be named, but it is not expected that the student will name all of them
- Pick an area or two of strengths and weakness to highlight with parents
- Possibly speak about student performance in comparison to the class mean

Moment to Process

What other ways may you use the data?
How can you make the data parent friendly?
Other ideas?

Allowable Accommodations

Appendix A: Accommodations

- Turn to pages 33-36
- Typical accommodations and accessibility features found in Utah's statewide assessments
- These are the allowable accommodations for students with disabilities.
- Braille and large print assessment materials are available.
(tracy.gooley@schools.utah.gov)

APPENDIX A: **ACCOMMODATIONS**

ACCOMMODATIONS FOR THE KINDERGARTEN ENTRY AND EXIT PROFILE	
These are the allowable accommodations for students with disabilities.	
ACCESSIBILITY FEATURE/RESOURCE	DESCRIPTION
Alternate location	✓ In some circumstances, distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location allows students to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement, such as being able to walk around. A student assessed in an alternate location needs a proctor supervising the assessment at all times.
Assistive communication devices	✓ For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include items such as Intellikeys, sip-and-puff devices, single-switch devices, eye tracking devices, and touch screens.
Audio amplification	✓ Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.
Braille (tactile graphics for students who are blind)	✓ Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind or visually impaired read braille fluently or choose braille as their primary mode of reading. Even if they use braille as their primary mode of reading, students should also build skills in using electronic formats, such as audio recordings and synthesized speech.

(Continued on the next page)

Oral Translation Accommodation

- Language of instruction - p.34 (Appendix A)
- Directions-oral translation: Oral translation of directions involves immediate rendering of directions into a student's native language. Clarification of directions is not allowed on any assessment.
- ("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem, directions for answering a specific question, etc.)
- To be clear, the only piece of the KEEP entry assessment that can be read in another language is the opening task.

Alternate Assessment

- The alternate assessment is for students with significant cognitive disabilities who are unable to access the regular Kindergarten Entry and Exit Profile.
- It is based on the Kindergarten Essential Elements for English Language Arts and Mathematics; alternate achievement standards.
- It is for a student that requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum.
- Is determined by the IEP team.
- Materials can be found at:

<http://www.schools.utah.gov/assessment/Kindergarten.aspx>

Opt Out

Not allowable

Exit Assessment

- To be released in late fall of 2017
- Aligned to the Kindergarten Standards
- Psychometrically matched to the entry assessment
- Some items will be administered whole group
- Literacy, Numeracy, and Social-Emotional Skills

Stipends

Timeline

- June attendee's stipends will be sent to the district/charter during the first week of July
- July attendee's stipends will be sent to the district/charter during the first week of August
- Districts/charters will include the stipend in your paycheck

Signing in and out

- Must be signed in and signed out to earn the stipend

Future Questions?

General Testing Questions

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Lingering Questions...

